

About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

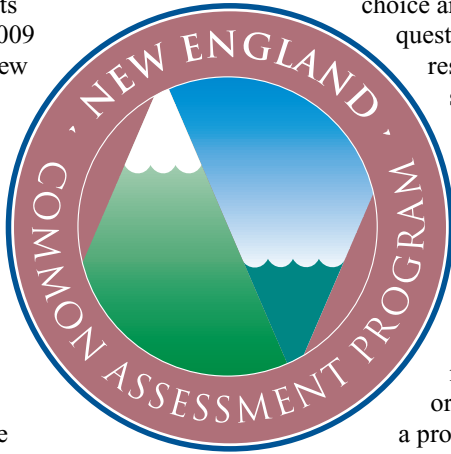
The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2009 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

State Results

State: Maine



Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Grade Level Summary Report

State: Maine

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1							14,466									100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
							14,100	14,115								97	98	
Students not tested in NECAP																		
State Approved							246	236								2	2	
Alternate Assessment							204	200								1	1	
First Year LEP							8	0								0	0	
Withdrew After October 1							0	0								0	0	
Enrolled After October 1							0	0								0	0	
Special Consideration							34	36								0	0	
Other							120	115								1	1	

NECAP RESULTS

	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	14,466	246	120	14,100	2,092	15	7,584	54	3,377	24	1,047	7	846												
MATH	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Reading Results

State: Maine

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

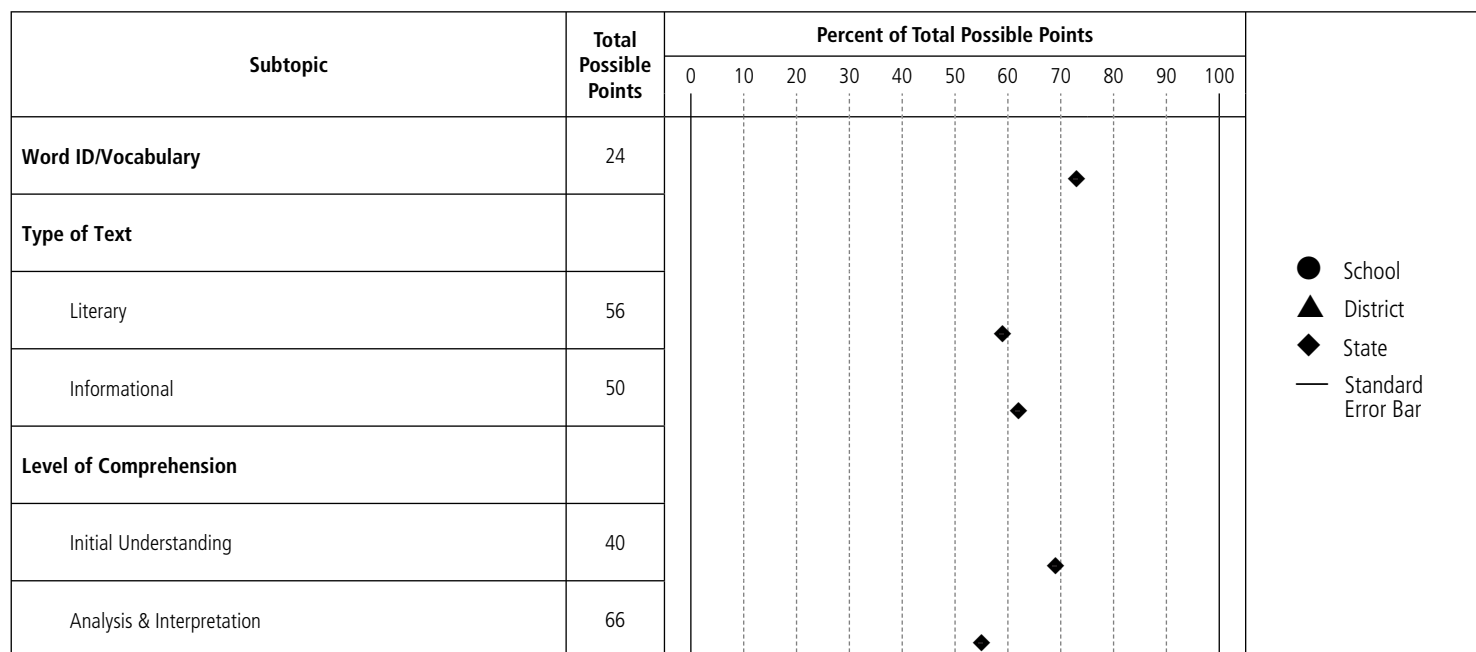
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total													
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,466	246	120	14,100	2,092	15	7,584	54	3,377	24	1,047	7	846





Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Disaggregated Reading Results

State: Maine

REPORTING CATEGORIES	State																		
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%	
All Students	14,466	246	120	14,100	2,092	15	7,584	54	3,377	24	1,047	7	846						
Gender																			
Male	7,341	154	71	7,116	693	10	3,693	52	2,042	29	688	10	844						
Female	7,125	92	49	6,984	1,399	20	3,891	56	1,335	19	359	5	848						
Not Reported	0	0	0	0															
Primary Race/Ethnicity																			
American Indian or Alaskan Native	124	3	6	115	11	10	46	40	49	43	9	8	842						
Asian	263	4	3	256	60	23	136	53	44	17	16	6	848						
Black or African American	437	10	11	416	33	8	172	41	123	30	88	21	840						
Hispanic or Latino	152	3	3	146	17	12	66	45	40	27	23	16	843						
Native Hawaiian or Pacific Islander	0	0	0	0															
White (non-Hispanic)	13,490	226	97	13,167	1,971	15	7,164	54	3,121	24	911	7	846						
No Primary Race/Ethnicity Reported	0	0	0	0															
LEP Status																			
Current LEP student	320	12	14	294	10	3	101	34	99	34	84	29	836						
Former LEP student - monitoring year 1	11	0	0	11	1	9	10	91	0	0	0	0	851						
Former LEP student - monitoring year 2	17	0	0	17	6	35	11	65	0	0	0	0	854						
All Other Students	14,118	234	106	13,778	2,075	15	7,462	54	3,278	24	963	7	846						
IEP																			
Students with an IEP	2,397	228	53	2,116	21	1	463	22	926	44	706	33	833						
All Other Students	12,069	18	67	11,984	2,071	17	7,121	59	2,451	20	341	3	848						
SES																			
Economically Disadvantaged Students	5,798	154	68	5,576	389	7	2,715	49	1,778	32	694	12	842						
All Other Students	8,668	92	52	8,524	1,703	20	4,869	57	1,599	19	353	4	849						
Migrant																			
Migrant Students	4	0	0	4															
All Other Students	14,462	246	120	14,096	2,092	15	7,583	54	3,375	24	1,046	7	846						
Title I																			
Students Receiving Title I Services	997	14	12	971	63	6	430	44	390	40	88	9	841						
All Other Students	13,469	232	108	13,129	2,029	15	7,154	54	2,987	23	959	7	846						
504 Plan																			
Students with a 504 Plan	331	1	2	328	31	9	192	59	87	27	18	5	845						
All Other Students	14,135	245	118	13,772	2,061	15	7,392	54	3,290	24	1,029	7	846						

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Mathematics Results

State: Maine

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

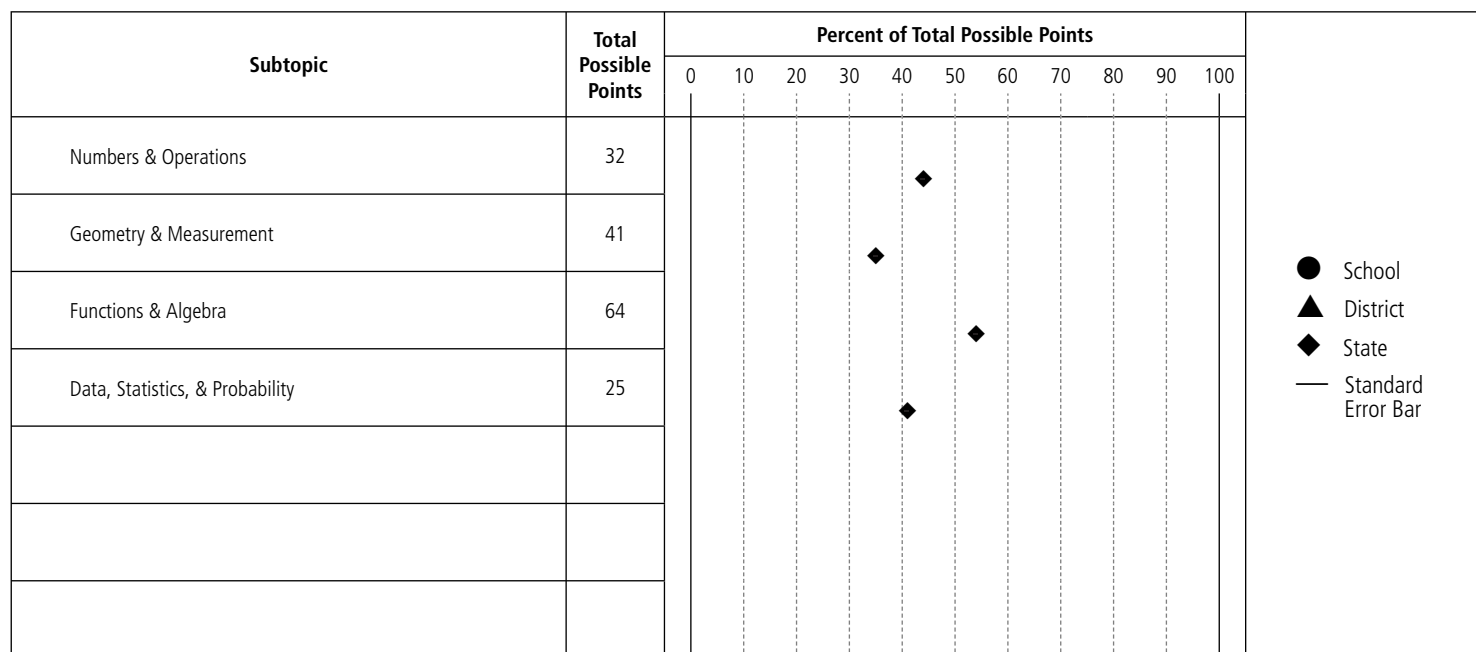
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2007-08 2008-09 2009-2010 Cumulative Total													
DISTRICT 2007-08 2008-09 2009-2010 Cumulative Total													
STATE 2007-08 2008-09 2009-2010 Cumulative Total	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842





Fall 2009 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2009-2010

Disaggregated Mathematics Results

State: Maine

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842												
Gender																									
Male	7,341	143	66	7,132	1,207	17	3,024	42	1,447	20	1,454	20	842												
Female	7,125	93	49	6,983	1,076	15	3,095	44	1,572	23	1,240	18	842												
Not Reported	0	0	0	0																					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	124	3	7	114	10	9	42	37	26	23	36	32	838												
Asian	263	2	0	261	65	25	114	44	46	18	36	14	844												
Black or African American	437	4	7	426	22	5	122	29	112	26	170	40	835												
Hispanic or Latino	152	3	1	148	17	11	54	36	34	23	43	29	839												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	13,490	224	100	13,166	2,169	16	5,787	44	2,801	21	2,409	18	842												
No Primary Race/Ethnicity Reported	0	0	0	0																					
LEP Status																									
Current LEP student	320	4	3	313	10	3	63	20	85	27	155	50	832												
Former LEP student - monitoring year 1	11	0	0	11	2	18	9	82	0	0	0	0	847												
Former LEP student - monitoring year 2	17	0	0	17	6	35	8	47	3	18	0	0	848												
All Other Students	14,118	232	112	13,774	2,265	16	6,039	44	2,931	21	2,539	18	842												
IEP																									
Students with an IEP	2,397	226	55	2,116	42	2	311	15	487	23	1,276	60	831												
All Other Students	12,069	10	60	11,999	2,241	19	5,808	48	2,532	21	1,418	12	844												
SES																									
Economically Disadvantaged Students	5,798	148	66	5,584	385	7	2,116	38	1,483	27	1,600	29	838												
All Other Students	8,668	88	49	8,531	1,898	22	4,003	47	1,536	18	1,094	13	844												
Migrant																									
Migrant Students	4	0	0	4																					
All Other Students	14,462	236	115	14,111	2,283	16	6,118	43	3,018	21	2,692	19	842												
Title I																									
Students Receiving Title I Services	997	13	8	976	55	6	292	30	314	32	315	32	837												
All Other Students	13,469	223	107	13,139	2,228	17	5,827	44	2,705	21	2,379	18	842												
504 Plan																									
Students with a 504 Plan	331	1	2	328	40	12	141	43	73	22	74	23	841												
All Other Students	14,135	235	113	13,787	2,243	16	5,978	43	2,946	21	2,620	19	842												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.